Hennepin Technical College

HLC ID 2110

OPEN PATHWAY: Mid-Cycle Review

Review Date: 11/16/2020

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Context and Nature of Review

Review Date

11/16/2020
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- COVID-19 Response Form

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The mission statement for Hennepin Technical College (HTC) is articulated publicly and operationalized throughout the institution. It reads: "To provide excellence in career and technical education for employment and advancement in an ever-changing global environment," and it was developed and revised through an appropriate process in 2009, and confirmed as part of the College's strategic planning process in 2018. The mission and related statements, such as the vision ("To be the leader of innovative career and technical education that leads to success for all students") and values (Excellence, Innovation and Inclusion) were revised during that same multi-year strategic planning process, and the College supports the mission by providing career and technical education, promoting cultural and global awareness, and advancing regional economic development.

The mission, vision, values and strategic directions (Student Success; Equity & Inclusion; Quality Education, and Resources) identify and support the nature and scope for a technical college. HTC has one of the most diverse student populations in Minnesota: 26% of students are first-generation, 46% identify as indigenous or students of color, and nearly 62% are from underrepresented populations. HTC’s student profile mirrors changing demographic trends in Hennepin County. The College offers day, evening, and virtual classes to support degrees in over 45 programs in building/landscape, business/information technology, emergency/public service, health, manufacturing/engineering technology, media communications, service/education, and transportation. HTC also has a robust

dual enrollment program to meet the needs of its community.

HTC posts its mission and vision statements in a variety of places, including on the College website, as part of the published Strategic Plan, in its 2019 Annual Report, the viewbook, and the student handbook.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The mission statement for HTC demonstrates the College's commitment to serve the public good. The College's mission is to provide a highly trained and diverse workforce, and their Workforce Education division assists over 200 businesses with challenges they are facing with workforce development through continuing education and customized training. To meet community needs, HTC expanded efforts to reach youth early in their educational journey and partnered with K-12 districts throughout the metro area, including a variety of high school to college pathway strategies. Through the resource allocation of 82% of their operating funds for instruction, academic support, and student services, HTC demonstrates how their educational responsibilities take primacy over other purposes. In engaging with its external constituencies and responding to their needs, HTC has committed to provide a diverse workforce for the public good. The College intentionally partners with diverse communities to plan, support, and host a variety of community events on their campuses. The evidence indicates that HTC fulfills this core component by including examples of how the College and their staff demonstrate their commitment to the public good.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Hennepin Technical College (HTC) provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within their mission and for the constituencies they serve. HTC encourages activities that prepare students for informed citizenship and workplace success. The College has a diverse community and provides opportunities for civic engagement through an enriching series of events, forums, and speakers that prepare students to be successful in a diverse, multicultural society and globally connected world. Co-curricular activities are co-sponsored with campus and community partners. Recently, academic departments, particularly technical programs, including Audio Production, Biology, Culinary Arts, ESOL, Plumbing, Sociology, and Gateway to college-English, have increased engagement in co-curricular activities. A listing of HTC cultural events and co-curricular activities are documented annually.

HTC demonstrates inclusive and equitable treatment of diverse populations. The College's 2014-2018 Diversity Plan was recognized by Minnesota State's Equity and Inclusion Division as one of the best in the system. The goals included increase employee diversity; increase student diversity; improve persistence and completion rates for students; and improve campus diversity climate. HTC identified equity and inclusion as a core strategic direction for the new college-wide strategic plan that began in July 2020. Strategic initiatives focus on intentionally removing barriers and developing strategies for the success of individuals from historically underrepresented populations. Finally, the College fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives by integrating equity and inclusion as part of all employee professional development plans to advance their cultural competency skills. HTC is also making significant gains in applying inclusive hiring and retention practices to increase employee diversity and improve the campus diversity climate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Rationale

Through their Assurance Argument and the documentation provided as evidence in the Assurance System, Hennepin Technical College has demonstrated that their mission statement is clear and articulated publicly and that mission statement, as well as additional supporting statements, guide the College's day-to-day operations and long-term planning.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Hennepin Technical College (HTC) establishes and follows policies and processes to ensure fair and ethical behavior on the part of their governing board, administration, faculty and staff. HTC develops the mission, vision and value statements following guidelines in System Procedure 3.24.1. HTC was founded by legislation in 1968, which enabled the formation of a cooperative organization structure for vocational technical education. In 1972, Suburban Hennepin County Area Vocational Technical Centers officially opened to became the first suburban and largest technical college in the state. Between 1978 and 1989, the name of the school changed several times finally ending as Hennepin Technical College. Minnesota's Legislature State Statute 136F.10 in 1991 mandated the merger of technical colleges, community colleges and state university systems. Beginning in 1995, HTC became part of Minnesota State Colleges and Universities System (MnSCU), now known as Minnesota State (MinnState). MinnState is governed by a 15-member Board of Trustees (BOT) appointed by the governor and confirmed by the Minnesota State Senate. The BOT is responsible for developing policies and procedures detailed in Board Policy 3.24. According to Part 4 of the Board Policy 3.24, HTC's mission statement requires Board approval. The Chancellor has authority to approve minor revisions to an approved mission statement. The mission of a college or university must support achievement of the system mission and provide a foundation for evaluation, accountability, and regional accreditation. Each college or university, with consultation from students, faculty, staff, and members of the local civic, nonprofit, and business communities, must be given considerable latitude to express its mission.

HTC provided several examples of policies outlining ethical behavior and institutional integrity for all faculty, staff, administration, and students. For example, the Gifts and Grants Acceptance Policy provides guidelines to ensure each gift or grant must be consistent with the College's mission and all gifts and grants must be recorded in the Minnesota State Colleges and Universities' financial system. HTC's financial statements are audited at the system-level and a yearly Hennepin Technical College

Foundation audit. In addition, the College has in place procedures and policies to ensure ethical financial behavior including policy and procedure on purchasing cards and policy and procedure gifts and grant acceptance. To ensure integrity in financial functions, HTC conducts an annual review of the purchasing procedures and Code of Conduct training.

HTC operates with academic integrity as outlined by Policy 3HTC.9. The purpose of this policy is to ensure that faculty, students, staff, and administrators meet their responsibility to value, demonstrate, and safeguard academic integrity as one of the College's most essential institutional values. The College has an obligation to establish and promote standards of academic integrity, and each member of the College community has the responsibility to understand, support, and practice them.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Hennepin Technical College (HTC) presents itself clearly and completely to their students and to the public in a variety of ways. The College's website maintains current information regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. HTC, part of the 37 state college and universities in Minnesota, also has a direct link from the Minnesota State main website. The MinnState main Homepage serves as the gateway to the most popular and important resources for students. At the top of the page, four prominent "buttons" (Admissions, Campuses & Programs, Career Exploration and Ask Us) serve as short-cuts to primary information. The "Admissions" button provides accurate information regarding cost to students and assures the public is aware of special state approvals such as "2020-2021 Annual Undergraduate Tuition and Fee Rates (based on tuition freeze for fall 2020 and 3% increase for spring 2021 for full-time students with 30 credits)." This webpage provides important information about the Admission Process, Military & Veterans Services, Online Learning, Student Life and Resources, Transfer Information, and Tuition, Fees & Aid. The "Campuses & Programs" button allows for a direct link to HTC's Homepage where the public can view accreditation and College governance information by selecting the "About HTC" button, then the "Accreditation" button. The HLC and Minnesota State Logos, designed for a direct link, are listed on this site and each program accreditation, if applicable, are listed with the accreditor's contact information. The program offerings are listed under the ""Future Students" button; however, this might not be understood by the general public. This drop-down had all the information a new student would need, such as Admissions, Degrees & Programs, Paying for College, Financial Aid, Transfer and the "Apply Now" button.

HTC has one of the most diverse student populations in the state. According to the supporting documentation, 2019 Annual Report, HTC graduates achieve a 99% job placement rate of graduates in their field of study). According to the 2018 Economic Impact Study, the combined economic contribution of HTC is $237.7 million. This economic contribution also creates long-term career opportunities for their students and makes an impact on the communities it services as well as the Minnesota economy. HTC partners with several community organizations such as the Brooklyn

Bridge Alliance for Youth (BBA), whose mission is to coordinate a system of high-quality, accessible and fully resourced opportunities that lead to an increase in high school graduation, pathways to college or career, and youth safety and well-being. Further evidence to support HTC's contributions to educational experience is hosting on-campus and, new this year due to the COVID pandemic, virtual career fairs. These experiences provide opportunities for students and employers to meet one another, establish professional relationships, and discuss potential job and/or internship opportunities. HTC, along with industry partners, created a scholarship/internship program to assist students with both obtaining experience and completing their educational journey. HTC partners with K12 Districts to establish long-term partnerships that are committed to articulated skilled trades career and technical educational opportunities. HTC also partners with the Intermediate School District 287 and offers career courses designed to match the level of career readiness by focusing on skill development experiences, career awareness, and decision making that can lead to a college certificate, diploma or degree. HTC recently developed a 2020-21 Civic Engagement Plan providing commitment and strategies to inform students and advance political learning on campus including (1) increasing campus-wide understanding of the registration and voting rates of HTC students; and (2) increasing student civic learning and engagement opportunities. To further support their contributions to the educational experiences, HTC also welcomes political leaders to campus to speak and engagement with students and the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The governing board of Hennepin Technical College (HTC) is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the College's integrity. To ensure the governing board is trained and knowledgeable to make informed decisions with respect to HTC's financial and academic policies and practices, MinnState trustees participate in a new trustee orientation program upon their appointment to the board. The orientation program covers a variety of topics including: overview of the system and its core value and strategic framework; role of the board and trustees, and board management. Board and trustee member development occurs through regular board retreats and Board training sessions. These sessions are complimented with resources provided by professional organizations associated with HTC and MinnState.

MinnState trustees' deliberations align with the institution's Core values and reflect priorities to preserve and enhance the College. Examples of deliberations to reflect this focused on (1) Enhancing Access and Student Success; (2) Providing Minnesota with the talent it needs; (3) Being an anchor for the communities and regions serviced; and (4) Long-term Financial and Programmatic sustainability. In reviewing the BOT agenda provided as supporting documentation, the agenda topics and reports validate that discussions, deliberations and recommendations come through standing committees within the College. These committees include Academic and Student Affairs Committee; Audit Committee; Executive Committee, Human Resources Committee; Outreach and Engagement Committee; Diversity, Equity and Inclusion Committee; Facilities Committee, and Finance Committee.

To ensure relevant interests of internal stakeholders are heard and met, the BOT meets regularly with Leadership Council, which includes the Chancellor's cabinet as well as the President from each

College and University. To ensure relevant interests of any and all external constituencies are heard and met, Minnesota's Open Meeting Law governs the Board, and with only narrow exceptions, requires that all meetings of trustees be noticed and open to the public.

HTC adheres to State statutes, board policies, and system procedures to preserve the governing board's independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. All new BOTs are required to participate in an orientation focusing on legal review discussing applicable board policies and system procedures, ethics in government, employee code of conduct, open meeting law, Minnesota Government Data Practices Act, and legal services overview. HTC provided several policy examples supporting the exceptional policy structure in place to ensure the preservation of the governing board's independence from undue influence from external parties.

The MinnState administration structure and policies are designed to allow the MinnState trustees to delegate day-to-day management of the College to the College's administration and expects the HTC faculty to oversee academic matters. HTC follows the same structure as all 37 colleges in Minnesota under MinnState. All Colleges have a President who is responsible for leading the College faculty, staff, and students in developing and implementing the College mission, consistent with the board mission and goals. The president is the primary spokesperson College interests and shall consult regularly with students, faculty, staff, and members of the community. MinnState and HTC administration believe faculty have fundamental and unique responsibility in matters affecting the academic well-being of the college. This belief was reinforced by the development of Affairs and Standards Council (AASC) where administration and faculty bring all proposals regarding academic affairs and standards.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Referencing the 2019-2021 Minnesota State College Faculty (MSCF) Master Agreement, Article 23, HTC has implemented procedures to address the commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. Article 23 provides academic freedom and freedom of expression and the rights of faculty members relating to Teaching Materials, Citizenship, patents, intellectual property rights and Academic Freedom. To reinforce the commitment to academic freedom and freedom of expression, HTC implemented a Professional Development Committee. The committee promotes Teaching and Learning Experiences (TALES) by providing opportunities for students, staff and faculty to meet over lunch to share their experiences. HTC provides specific rights to students including freedom to learn, freedom of expression, and freedom of association as documented in Board Policy 3.1. HTC also has policies in place to allow students to file a complaint or grievance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

The policies and procedures of Hennepin Technical College (HTC) call for responsible acquisition, discovery and application of knowledge by their faculty, staff and students. HTC’s Institutional Review Board (IRB) provides oversight to ensure integrity of research conducted by faculty and staff. The Office of Institutional Effectiveness is responsible for oversight of on-campus research activities and for management of the process for approval of research using human subjects or protected records.

HTC has developed several Board Policies to ensure effective support services and the integrity of research and scholarly practice conducted by their faculty, staff and students. For example, Board Policy 3.26 states the "prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes." HTC developed a policy, Board Policy 5.22, which documents responsibilities for acceptable use of system information technology resources.

HTC provides students guidance in the ethics of research and use of information resources in a variety of ways. The librarian attends classes to assist students in research and informational literacy-related topics. HTC developed a Learning Resource Center (LRC) to provide a supportive learning environment and developed HTC research guides called LibGuides. LipGuides is another valuable tool to provide students guidance in the ethics of research and use of information resources. LipGuides, located on HTC's Webpage, contain topics, best practices, and resources for research.

HTC's Student Code of Conduct was developed and is maintained to disseminate information relating to academic honesty, expectations for student behavior, penalties for violation of the policies, and the process by which a student may appeal penalties. HTC also developed an Academic Integrity policy and procedure to ensure that faculty, students, staff, and administrators meet their responsibility to value, demonstrate, and safeguard academic integrity. The Student Handbook serves as the source for

policies expectations, sanctions, and appeal processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Hennepin Technical College (HTC) acts with integrity and the College's conduct is ethical and responsible. The documentation presented in Criterion 2 validates that ample processes are in place at HTC to ensure ethical and responsible conduct in each service area.

A focused review on the website reveals that HTC presents itself clearly and completely to the public with regards to programs, costs, and accreditation relationships. The only area that appears unclear is the location of the academic programs, which seem only to be available under the "New Students" Button.

The College's Board is kept informed and involved through a well-established processes as evident in Criterion 2. The Board of Trustees has governance over all MinnState colleges and universities.

Documented by the Minnesota State College Faculty Master Agreement and supporting College policies and procedures, HTC is committed to freedom of expression, processes to ensure integrity of research, and scholarly practices conducted by all faculty, staff and students.

HTC has been recognized in the Economic Impact Study as a large contributor to the Minnesota economy, exceeding $237 million in 2018. As a direct result of this economic contribution, HTC has also created long-term career opportunities for their students.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

The rigor of Hennepin Technical College's (HTC) academic offerings is appropriate to higher education. HTC offers a variety of degrees and awards that are current and appropriate for a two-year technical college. Programs are guided by advisory boards, which helps keep programs current in their respective industries. Any modifications are reviewed for approval through the Academic and Standards Council. Fourteen technical programs have attained external accreditation status, thus meeting industry educational standards. HTC also monitors program health using the Minnesota State Student Success Accountability Metrics on licensure exams and has been able to identify areas to help improve pass rates, such as curriculum updates and tutoring support.

HTC has clearly articulated learning outcomes for their degrees and certificates at the program and course levels. HTC has a standardized course outline used across all locations and modalities. Instructors are required to follow it, including course assessment, class size, course contact hours, and credit hours. For online classes, including hybrid modalities, the College has started HTC Online, a quality assurance initiative aligned with Quality Matters, which is a national quality improvement program for online courses. HTC has the goal for 100% alignment as June 2025, which seems an overly-generous timeframe for completion.

Dual credit courses that are taught onsite at HTC are taught by instructors who meet the state credentialing requirements. Dual credit courses offered at the high school are expected to be taught following the course outline with the same rigor as those taught on campus. High school instructors

have faculty mentors assigned who help align the courses to college standards and rigor, including common assessments. HTC is working towards NACEP accreditation, which will further ensure that dual credit courses meet academic quality and rigor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Rating

Met

Rationale

Hennepin Technical College (HTC) offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work, and in developing skills adaptable to changing environments. As a technical college, HTC has identified a set of learner outcomes and values for general education coursework that support their technical programs and mission. Each outcome and value has been defined and has an assessment rubric. Each course is mapped to one of these outcomes or values, and this alignment and assessment process is currently being piloted.

General Education courses at HTC follow the Minnesota State Transfer Curriculum. Along with this, faculty align general education courses to the College's mission and often contextualize the content in order to support technical education. To ensure the currency and validity of courses and awards, the College has a three-year program/department review cycle in which general education departments complete a Department Comprehensive Program Advancement Report. This report, along with the Outcomes Assessments, guide the Dean and faculty to complete a rubric on the health of the department and identify areas that fall below standards, which may result in a Program of Concern Notification by the VP of Academic Affairs.

Developmental education has been redesigned at HTC following the Minnesota System guidance with full implementation Fall 2020. Strategies to help students include being able to finish their college level Math of English course within one year, saving money through accessing Open Educational Resources (OER), using multiple measures for course placement, and embedding tutors

in targeted courses.

HTC is committed to equity and inclusion and has embedded cultural awareness into their curricula, such as Racial and Ethnic Relations, and co-curricular activities, including college-wide book clubs, addressing local racial events (George Floyd's death) and LGBTQIA history.

HTC faculty keep up to date on industry changes, trends, and knowledge in order to adapt their programs. HTC students have a variety of opportunities to contribute to their scholarship through co-curricular events offered by Student Affairs. These events are mapped to co-curricular learning outcomes and assessed for effectiveness. Students may also learn leadership skills through Student Senate, student clubs, PTK and SkillsUSA.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Hennepin Technical College (HTC) has the faculty and staff needed for effective, high-quality programs and student services. While HTC has strived to hire employees of color and indigenous employees to match their richly diverse student population, the growth is slow, which HTC recognizes and is working to increase through the Equity and Inclusion Strategic Direction and the HTC Affirmative Action Plan. The areas of focus in these two documents include identifying underutilization of protected groups, hiring processes, onboarding and leadership development opportunities.

HTC follows the Minnesota State College Faculty Contract for maintaining both teaching and non-teaching functions. Despite seeing high retirement turnover, HTC has been able to fill those vacancies, thus ensuring that necessary work assignments are carried out among those faculty members. The Minnesota State System Joint Credentialing Committee sets faculty minimum qualifications for credential fields. HTC follows these guidelines. Since 2016, new concurrent enrollment instructors who meet the appropriate credentialing requirements have been hired, and HTC has been granted an extension until 2022 for these concurrent enrollment high school instructors to fully meet the credentialing requirements.

HTC has a clear policy and guidelines for annual evaluation of faculty. Evaluation pieces are divided

among three years, lining up with the three year program advancement cycle. Faculty maintain individual professional development plans, which are reviewed annually. This provides individualized structure to the professional development of faculty. Funding is set aside for professional development activities that are reviewed and approved by a Professional Development Committee. HTC offers paid sabbaticals for accepted applications. Faculty may also apply for an industry internship to gain technical or teaching skills. HTC provides another avenue to pay for out-of-state travel through the Professional Development Initiative, which faculty request for the upcoming fiscal year. Internally, the Professional Development Committee offers sessions and workshops throughout the year.

HTC faculty must be accessible to students through advising and office hours. Part-time faculty are expected to maintain these at a pro-rata basis. HTC has recognized that a faculty handbook outlining details of faculty expectations and responsibilities regarding student access is needed and is currently in development.

Student support services staff are hired based on MinnState system and bargaining union qualification criteria. They are reviewed annually through an individual work plan. Training is provided by the HTC Professional Development Committee, which issues a Staff Training Survey to gather specific training topics. HTC is proud to have had women staff be selected for national awards over the past four years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Hennepin Technical College (HTC) provides support for student learning and resources for effective teaching. HTC solicits student feedback in various ways (CCSSE; SENSE; "Stop, Drop, Enroll," etc.) about their needs and has a very good idea of the barriers their students encounter on their educational journeys. A direct result of these feedback vehicles has been expansion of co-curricular opportunities to students, ranging from a fitness center, student clubs, leadership development ,and career fairs. HTC employs counselors who can help students directly or refer them to community resources.

Learning support for students at HTC includes a "First 30 days" website, trained tutors, Disability Services, and TRiO Student Support Services. In addition, tutors reach out to struggling students and are embedded in high DFW courses. HTC also has a realtime retention dashboard to alert advisors when a student drops, stops attending, or withdraws from a class.

HTC underwent an organizational restructure in Enrollment Services in 2019. Students have staff assigned to them as they work their way from prospective student to enrolled-in-a-program. Staff include Student Success Advisors, Recruiters, Navigators, along with program faculty advisors. HTC has a process for placing students into appropriate courses when they begin at the college, including advising and developing an academic plan. However, HTC also recognizes the need to strengthen the relationship between academic and student affairs staff.

HTC has sufficient space, equipment, and technology for their academic and technical programs. New or replacement equipment is requested as part of the annual budgeting process. HTC can secure matching funds from MinnState for cash and equipment donations, up to $500,000, which it has received consistently. HTC has a five-year technology plan that supports staff, faculty and students throughout the College including the library.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Hennepin Technical College (HTC) provides quality education, wherever and however their offerings are delivered. HTC keeps its courses and programs current through guidance from advisory board members, and statewide success metrics. Each certificate and degree program has clear learning goals that are consistent across all modes of delivery. HTC is working towards online classes being aligned for quality assurance to ensure all courses have consistent quality and learning goals.

Through its general education courses, HTC engages their students in learning outcomes and values that cover a broad range of knowledge and intellectual concepts. HTC recognizes the need to prepare students for a multicultural world and has embedded cultural awareness into appropriate courses as well as co-curricular activities.

HTC is working towards a more diverse faculty and staff composition to match their diverse student body. The College recognizes that they gave have a significant amount of work to do in this area through implementation of two guiding documents, the Equity and Inclusion Strategic Direction and the HTC Affirmative Action Plan. HTC has sufficient qualified faculty to fulfill on-campus teaching and non-teaching responsibilities. HTC has applied for and received an extension until 2022 for all concurrent enrollment instructors at high schools to meet faculty credential requirements. HTC has a well-developed annual faculty evaluation process. While faculty and instructors are expected to be available for student advising, HTC recognizes the need for a faculty handbook with clear expectations. Staff members who are in student support roles are qualified based on criteria through the MinnState system and bargaining unions.

Through surveys of students, HTC has identified the needs of their students and offers a wide range of co-curricular opportunities to meet those needs.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Hennepin Technical College ensures the quality of their educational offerings. The College has a comprehensive Program Advancement (review) process, and every three years, a program completes a Program Comprehensive Program Advancement Report (technical programs) or Department Comprehensive Program Advancement Report (general education departments). The Dean then completes an assessment of the overall health of the program/department and documents the results in a Program Advancement Rubric. Academic areas that fall below standards of expectation and need special corrective action are issued a “Program of Concern Notification." The next steps for monitoring the programs that receive this Notification were not described in the Assurance Argument, and this addition in future Assurance Arguments could demonstrate the College's commitment to continuous improvement. Real-time metrics have been recently added to this process, and the process itself is being reviewed for improvements.

HTC evaluates all official transcripts according to the Minnesota State Board Policies that define transfer rights and responsibilities and provide all Minnesota State institutions with standardized guidelines for evaluating, transferring, accepting, and applying undergraduate courses to programs, and for transfer of the Minnesota Transfer Curriculum (MnTC), its courses, and completed goal areas. The College follows similar state guidelines for military service. Specifically for technical courses, the curriculum for a transfer student is reviewed by program faculty to determine if there is a comparable course at HTC. HTC accepts credit for prior learning as they follow Minnesota State Board Policy and, as appropriate, HTC faculty review and determine whether the student's subject matter knowledge is equivalent to what would have been learned through college-level coursework.

HTC's Academic Affairs and Standards Council (AASC) is responsible for establishing academic standards for all courses and awards offered at the College, approving course outlines, and keeping an inventory of course and award offerings. Per College procedure, specific course prerequisites, course learning outcomes, and award learning outcomes are developed by program faculty in consultation with their industry advisory committee. When hiring new faculty members, HTC adheres to Minnesota State Board Policy and Procedure. For dual faculty credentials, the College is working with those high school instructors to ensure they meet the same requirements to teach as the HTC faculty by September 1, 2023 (HLC extension).

Currently, HTC maintains specialized accreditation for 14 of its programs as appropriate to its educational purposes.

HTC uses two key indicators to measure programs outcomes: job placement rates of new graduates and employer satisfaction. HTC graduates have been very successful with consistent 98%-99% placement in their field of study over the past three years. Feedback is also gathered from employers through an Employer Satisfaction Survey of Graduates to verify that graduates are demonstrating the necessary skills and competencies for success in the industry.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Hennepin Technical College (HTC) engages in ongoing assessment of student learning as part of their commitment to the educational outcomes of their students. Assessment is a comprehensive process expanding the entire student life cycle, and the Assessment Task Force includes representation from administration, faculty, and staff.

After working with their HLC Liaison, HTC developed an Assessment Task Force in 2019 in order to make improvements in this important area. The Assessment Task Force provides general oversight on assessment activities, and this oversight is documented annually in the Assessment Task Force Charter and end-of-year Report.

HTC states that they have "a commitment to the promotion of learning and development outside of the classroom, which are assessed through co-curricular learning outcomes aligned to each of the departments within Student Affairs." HTC has mapped co-curricular goals to the HTC Learner Outcomes and Values, as well as developed a co-curricular assessment report and plan in an effort to measure the effectiveness of the programming and services being offered by the department of Student Affairs. However, rubrics, data and actual samples of co-curricular assessments would provide a clearer representation of the achievement of learning goals.

Every HTC degree, diploma and certificate has identified program learning outcomes, which are publicly posted along with other program information on the College's website. As a part of the College's three-year Program Advancement continuous improvement cycle, faculty assess one-third of their outcomes annually. This information, along with the results, are recorded on the Outcome Assessment template. Information regarding the results and opportunities for improvement are submitted to the Dean annually in October and an implementation plan is integrated into the program's work plan.

Regarding institutional learning outcomes, HTC launched a new program in summer 2020 with general education courses serving as a pilot group, and all degree level courses will complete the

college-wide assessments in fall 2020. HTC uses course evaluations and cursory faculty evaluations that evaluate course outcomes.

A more robust evaluation to assess the achievement of learning outcomes for the respective courses could provide additional insight on the level of student learning that is occurring at HTC. The College would be well served to continue to develop and document their assessment activities, particularly related to co-curriculars, in preparation for their next Comprehensive Evaluation and site visit.

Interim Monitoring (if applicable)

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Hennepin Technical College pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in their degree and certificate programs. Retention, persistence and completion goals are a part of HTC's new strategic plan, and these goals are most likely attainable and appropriate to the College's mission.

HTC utilizes IPEDS, MinnStudent Success Accountability Metrics, and internal dashboards generated through Power BI technology to regularly assess and analyze student retention, persistence and completion data. In 2018, the College participated in the first locally conducted research study on student persistence (Stop, Drop, Enroll) to better understand the individual and institutional reasons students do not persist one year after they begin college, and to propose actions that would increase student persistence. That same year, HTC students participated in a national survey conducted by the Hope Center for College, Community, and Justice at Temple University to assess the overall basic needs insecurity rates of students, which play into the overall retention, persistence and completion rates.

Strategies have been developed by the College in response to the student retention, persistence and completion data and are presented in their Persistence Plan, Strategic Enrollment Plan, and Academic Plan. HTC has identified critical data points o have readily available for faculty and enrollment services staff members so the needs of students can be addressed. In addition, the Offices of Academic Affairs and Student Affairs have implemented strategies to address the academic and non-academic needs of students.

The processes and methodologies HTC uses for collecting and analyzing information on student retention, persistence, and completion of programs generally reflect good practice. A variety of data sources are utilized to understand, set goals, and determine strategies around retention, persistence and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Based on the evidence provided in the Assurance Argument and Addendum, Hennepin Technical College (HTC) demonstrates responsibility for the quality of their educational programs, learning environments and support services, and shows that they evaluate their effectiveness for student learning through processes designed to promote continuous improvement.

However, while HTC has given evidence that assessment processes are in place and there is widespread involvement across the College, the evidence of assessment raw data could be much stronger in the Assurance Argument. An example of this would be to include completed outcome assessment rubrics for 5-10 programs for a given year. Looking forward to assessment of the general education learning outcomes, documentation could include several examples of assessment results (from Explorance Blue) and documentation of the improvements to student learning based on those results.

HTC co-curricular activities, of which there are many well-documented examples over quite a few years, could have stronger evidence in the Assurance Argument by including several actual examples of the co-curricular assessment rubrics/plan/report for several events. Overall, assessment of student learning outcomes is a tool for the College to continually improve ways (curricular and co-curricular) to help students achieve those learning outcomes. HTC has a solid foundation in processes and clearly has buy-in from faculty and staff. Moving forward and in preparation for their next Comprehensive Evaluation, HTC would do well to develop their assessment work, particularly with co-curriculars, by throughly documenting improvements made based on their results.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Through its administrative structures and collaborative processes, Hennepin Technical College's (HTC's) leadership demonstrates that it is effective and enables the College to fulfill their mission. HTC is part of the Minnesota State consortium of 37 public colleges and universities with 54 campuses across Minnesota governed by a 15-member Board of Trustees appointed by the governor. Each College and University has a Chancellor or President with delegated oversight of their institution. At HTC, the President leads the College with his six divisional reports who make up his Cabinet. Cabinet leaders work with each of the four bargaining units at the college: Minnesota State College Faculty (MSCF), Minnesota Association of Professional Employees (MAPE), American Federation of State County and Municipal Employees (AFSCME), and Middle Management Association (MMA).

The Faculty Shared Governance Council (SGC) is established to make recommendations to the College and has full authority to present the views of the faculty. Last year, HTC shifted their operational structure to create a more collaborative culture of evidence for institutional and programmatic accreditation and allow for increased engagement of *all* students, faculty and staff in goal setting and recommendation development. The list of College-wide committees was reviewed and updated to include 13 College-wide committees available for all students, faculty and staff. The Student Senate has the authority to appoint students to all College committees.

HTC's Institutional Research department provides appropriate and timely data to assist the administration, committees, and task forces reach informed decisions in the best interests of the College. The AASC is responsible for providing direction to the College president in all matters within academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings. The council members are selected to serve on the council with consultation between the College president and faculty president with the understanding that members should broadly represent *all* academic programming of the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution’s fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Based on the evidence provided in this section along with documentation added in the Addendum, it appears that Hennepin Technical College's resource base supports their educational offerings and their plans for maintaining and strengthening their quality in the future. To maintain the necessary human infrastructure, Cabinet members review the position status report providing information on vacant positions; adjunct/temporary part-time postings; positions submitted to MinnState for audit/classification; temporary employees; accepted positions; and separations.

The College also has sufficient physical, technology, and fiscal infrastructures to supports their operations. They are currently following their 2017 Comprehensive Facilities Plan and a new Technology Operational Plan, and their most recent financial audit (August 2020) shows no outstanding or open findings of concern. The strategic goals presented in the College's 5-year *Access to Success* are broken into yearly goals to be developed and tracked and appear to be realistic and appropriate to the College's mission and resources. Subsequent plans cascading from the larger plan include the Academic Plan and the Strategic Enrollment Management (SEM) Plan.

HTC maintains a well-developed annual, integrated budget process for developing and monitoring college finances, and the process includes collaboration with faculty, deans, students and other stakeholders. Every cost center (budget) owner is responsible for completing a budget request template. Finance provides a three-year history of enrollment data by course and program, equipment expenditures, technology expenditures, non-personnel expenditures by object code, salary and benefit expenses by cost center and position ID and FYE.

Part of the College's Program Advancement Cycle includes a review of instructional cost and a review of program data by CIP, allowing faculty and Deans to review revenue, expenses, enrollment, and faculty assignments. This information allows for planning and allocation of fiscal resources that support appropriate program growth and development in relation to the College's mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Hennepin Technical College (HTC) engages in systematic and integrated planning and improvement. Their strategic plan, *Access to Success*, guides the College in determining priorities and allocation of resources that support those priorities. The integrated budgeting process is a data-driven process and considers increased costs, additional space, resource needs, and increased staffing identified at division, department and program levels. To fulfill a technical college's mission, program equipment requests are significant. Based on priorities and goals, each program works with their Dean to develop their equipment requests. Deans then work together to prioritize all needs and develop a unified equipment budget.

HTC appears to link assessment of student learning, evaluation of operations, and planning and budgeting through its Program Advancement Cycle. This is broken into three cycles: Cycle I: Program advancement (a 3 year sequence); Cycle II: Program/Award Outcomes Assessment (annually); and Cycle III: Evaluation of Professional Development (annually).

The strategic planning process describes how HTC encompassed internal and external perspectives. The process was iterative and included opportunities for internal and external stakeholder to review data, provide feedback, participate in focus groups, and respond to surveys. The HTC Finance Committee helps the College plan using a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment. The committee reviews, supports and provides advice regarding major financial policies, budgets and internal controls that support the mission, vision, values and strategic plan of HTC. The committee also monitors the financial health of the College, makes recommendations on the annual operating and capital budget plan, assists with developing financial reports, ensures compliance with internal controls, reviews strategies to mitigate

risk, and communicates to SGC and Cabinet to ensure collaborative sharing of timely, accurate, and understandable financial information.

Through its planning processes, HTC anticipates evolving external factors. The Technology Plan is prepared for technology advancements related to the enrollment lifecycle of current students, communication and outreach to graduates, integration of non-credit students into the enrollment funnel, as well as developing a student mobile app and budgeting/planning software applications to increase accountability and planning effectiveness. HTC appears to be well-poised to implement its new Strategic Plans through its five supporting operational plans, all of which are student-centered and focused on improving both the student experience and student outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Based on the Assurance Argument, evidence files, and documentation provided in the Addendum, it appears that HTC's resources, structures, processes, and planning are sufficient to fulfill their mission, improve the quality of their educational offerings, and respond to future challenges and opportunities. The new Strategic Plan has thoughtfully and intentionally integrated data and learnings from a variety of processes, projects, and initiatives, thereby positioning the College for future success.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Through their Assurance Argument and the documentation provided as evidence in the Assurance System, Hennepin Technical College has demonstrated that their mission statement is clear and articulated publicly and that mission statement, as well as additional supporting statements, guide the college's day-to-day operations and long-term planning.

The documentation provides ample evidence that processes and systems are in place at HTC to ensure ethical and responsible conduct in all service areas. Based on the Assurance Argument, evidence files, and documentation provided in the Addendum, it also appears that HTC's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The new Strategic Plan has thoughtfully and intentionally integrated data and learnings from a variety of processes, projects, and initiatives, thereby positioning the College for future success.

Based on the evidence provided in the Assurance Argument and Addendum, HTC has also demonstrated responsibility for the quality of their educational programs, learning environments and support services, and they evaluate their effectiveness for student learning through processes designed to promote continuous improvement. The College should continue to work towards aligning online classes with quality processes to ensure all courses have consistent quality and learning goals.

However, while HTC has given evidence that assessment processes are in place and there is widespread involvement across the College, the evidence of assessment raw data could be much stronger in the Assurance Argument. Moving forward and in preparation for their next Comprehensive Evaluation, HTC would do well to continue to develop their assessment work, particularly with co-curriculars. The College must "close the loop" when it comes to showing how they use the collected data in their assessment of student learning to make improvements at the co-curricular activity, academic course, and program levels.

Finally, although all Criterion have been determined to be "met," it should be noted that the review team had to cross reference multiple criteria to find the best documentation and evidence to make this determination. In preparation for their 10-year Comprehensive Evaluation, HTC may benefit from utilizing a more integrated approach in developing their narrative and presenting their supporting documentation.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.